

EXEMPLAR SOLUTIONS MATH'S

Chapter 1 – Integers

Class

7



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Chapter 1 – Integers

In the Questions 1 to 25, there are four options, out of which only one is correct. Write the correct one.

1. When the integers 10, 0, 5, -5, -7 are arranged in descending or ascending order, then find out which of the following integers always remains in the middle of the arrangement.

- (a) 0 (b) 5 (c) -7 (d) -5

Solution:

- (a) 0

When the given integers are arranged in descending order we have: 10, 5, 0, -5, -7

When the given integers are arranged in an ascending order we have: -7, -5, 0, 5, 10

It's seen that in both the orders 0 always remains in the middle of the arrangement.

2. By observing the number line (Fig. 1.2), state which of the following statements is not true.



- (a) B is greater than -10 (b) A is greater than 0
(c) B is greater than A (d) B is smaller than 0

Solution:

- (c) B is greater than A.

Since, B lies to the left of zero and A lies to the right of zero on the number line clearly, A has to be greater than B.

3. By observing the above number line (Fig. 1.2), state which of the following statements is true.

- (a) B is 2 (b) A is -4 (c) B is -13 (d) B is -4

Solution:

- (d) B is -4

Each division on the number line is 1 unit apart. Then, B is 4 units from the left of zero.

4. Next three consecutive numbers in the pattern 11, 8, 5, 2, --, --, -- are

- (a) 0, -3, -6 (b) -1, -5, -8 (c) -2, -5, -8 (d) -1, -4, -7

Solution:

- (d) -1, -4, -7

In the given sequence of numbers, each number differs by 3 from the previous number.

5. The next number in the pattern $-62, -37, -12, \underline{\hspace{2cm}}$ is

- (a) 25 (b) 13 (c) 0 (d) -13

Solution:

- (a) 13

It's found that the pattern is $-62 + 25 = -37$, $-37 + 25 = -12$

So, similarly $-12 + 25 = 13$

6. Which of the following statements is **not true**?

- (a) When two positive integers are added, we always get a positive integer.
(b) When two negative integers are added we always get a negative integer.
(c) When a positive integer and a negative integer is added we always get a negative integer.
(d) Additive inverse of an integer 2 is (- 2) and additive inverse of (- 2) is 2.

Solution:

- (c) When a positive integer and a negative integer is added we always get a negative integer.

The above statement is false as when a positive and a negative integer is added we may get a positive number or even zero.

7. On the following number line value 'Zero' is shown by the point



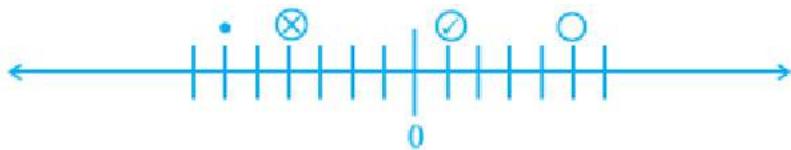
- (a) X (b) Y (c) Z (d) W

Solution:

- (C) Z

It's observed that each division on the number line is 5 units. So, from 10 taking two division to its left we get zero.

8. If \otimes , O, and \bullet represent some integers on number line, then descending order of these numbers is



- (a) •, ⊗, ○ (b) ⊗, •, ○ (c) ○, ○, ⊗, • (d) ○, •, ⊗, ○

Solution:

- (c) ○, ○, ⊗, •

The descending order of these numbers is as in option (c).

9. On the number line, the value of $(-3) \times 3$ lies on right hand side of

- (a) -10 (b) -4 (c) 0 (d) 9

Solution:

- (a) -10

As $(-3) \times 3 = -9$

So, -9 lies to the right to -10.

10. The value of $5 \div (-1)$ does not lie between

- (a) 0 and -10 (b) 0 and 10 (c) -4 and -15 (d) -6 and 6

Solution:

- (b) 0 and 10

The value of $5 \div (-1) = -5$

As it is a negative number it doesn't lie between 0 and 10.

11. Water level in a well was 20m below ground level. During rainy season, rain water collected in different water tanks was drained into the well and the water level rises 5 m above the previous level. The wall of the well is 1m 20 cm high and a pulley is fixed at a height of 80 cm. Raghu wants to draw water from the well. The minimum length of the rope that he can use is



- (a) 17 m (b) 18 m (c) 96 m (d) 97 m

Solution:

- (a) 17 m

Given,

Height of the wall of the well = 1m 20 cm = 1.2 m

Height of the fixed pulley = 80 cm = 0.8 m

Initially water was available at a depth of 20 m below ground level.

Later, due to rain the water level was raised by 5 m.

Hence, the new depth at which water is available = $20 - 5 = 15$ m

Thus,

The minimum length of the rope required to draw water from the well will be

$$(1.2 + 0.8 + 15) \text{ m} = 17 \text{ m}$$

12. $(-11) \times 7$ is not equal to

(a) $11 \times (-7)$

(b) $-(11 \times 7)$

11)

(c) $(-11) \times (-7)$

(d) $7 \times (-$

Solution:

(c) $(-11) \times (-7)$

We have,

$$11 \times (-7) = -77$$

$$-(11 \times 7) = -77 \text{ and}$$

$$7 \times (-11) = -77$$

$$\text{But, } (-11) \times (-7) = 77$$

13. $(-10) \times (-5) + (-7)$ is equal to

(a) - 57

(b) 57

(c) - 43

(d) 43

Solution:

(d) 43

Using BODMAS rule,

$$(-10) \times (-5) + (-7) = 50 - 7 = 43$$

14. Which of the following is not the additive inverse of a?

(a) $-(-a)$

(b) $a \times (-1)$

(c) $-a$

(d) $a \div (-1)$

Solution:

(a) $-(-a)$

The additive inverse of a is $-a$

$$\text{But, } -(-a) = a$$

15. Which of the following is the multiplicative identity for an integer a?

- (a) a (b) 1 (c) 0 (d) -1

Solution:

- (b) 1

The multiplicative identity of an integer a is 1. [As $a \times 1 = a$]

16. $[(-8) \times (-3)] \times (-4)$ is not equal to

- (a) $(-8) \times [(-3) \times (-4)]$ (b) $[(-8) \times (-4)] \times (-3)$
(c) $[(-3) \times (-8)] \times (-4)$ (d) $(-8) \times (-3) - (-8) \times (-4)$

Solution:

$$(d) (-8) \times (-3) - (-8) \times (-4)$$

$$[(-8) \times (-3)] \times (-4)$$

$$= (-8) \times [(-3) \times (-4)]$$

$$= [(-8) \times (-4)] \times (-3)$$

$$= [(-3) \times (-8)] \times (-4)$$

But, $[(-8) \times (-3)] \times (-4) \neq (-8) \times (-3) - (-8) \times (-4)$

17. $(-25) \times [6 + 4]$ is not same as

- (a) $(-25) \times 10$ (b) $(-25) \times 6 + (-25) \times 4$ (c) $(-25) \times 6 \times 4$ (d) -250

Solution:

$$(c) (-25) \times 6 \times 4$$

$$(-25) \times [6 + 4]$$

$$= (-25) \times 10$$

$$= (-25) \times 6 + (-25) \times 4$$

$$= -250$$

But, $(-25) \times [6 + 4] \neq (-25) \times 6 \times 4$

18. -35×107 is not same as

- (a) $-35 \times (100 + 7)$ (b) $(-35) \times 7 + (-35) \times 100$
(c) $-35 \times 7 + 100$ (d) $(-30 - 5) \times 107$

Solution:

$$(c) -35 \times 7 + 100$$

$$-35 \times 107 = (-30 - 5) \times 107 = -35 \times (100 + 7) = (-35) \times 7 + (-35) \times 100$$

But, $-35 \times 107 \neq -35 \times 7 + 100$

19. $(-43) \times (-99) + 43$ is equal to

- (a) 4300 (b) -4300 (c) 4257 (d) -4214

Solution:

(a) 4300

By BODMAS rule,

$$(-43) \times (-99) + 43 = [(-43) \times (-99)] + 43 = 4257 + 43 = 4300$$

20. $(-16) \div 4$ is not same as

(a) $(-4) \div 16$

(b) $- (16 \div 4)$

(c) $16 \div (-4)$

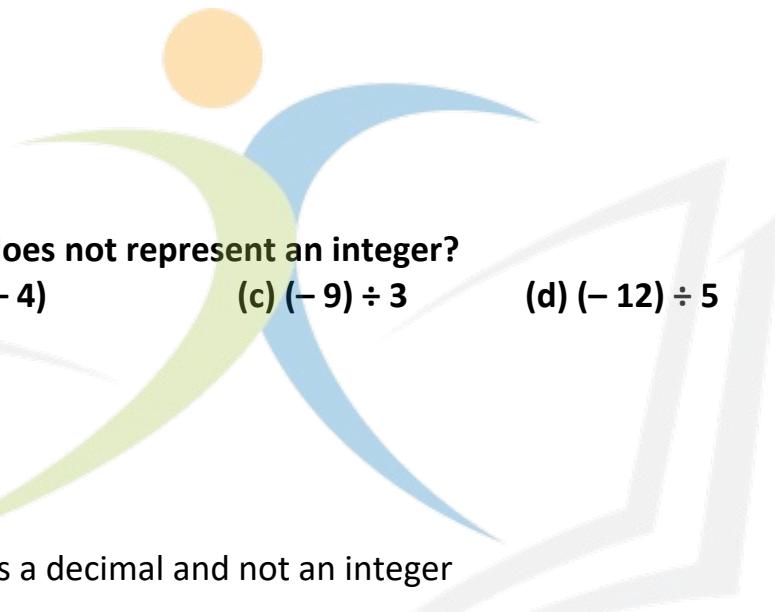
(d) -4

Solution:

(a) $(-4) \div 16$

$$(-16) \div 4 = -4$$

But, $(-4) \div 16 = -1/4$



21. Which of the following does not represent an integer?

(a) $0 \div (-7)$

(b) $20 \div (-4)$

(c) $(-9) \div 3$

(d) $(-12) \div 5$

Solution:

(d) $(-12) \div 5$

$$0 \div (-7) = 0, \text{ an integer}$$

$$20 \div (-4) = -5, \text{ an integer}$$

$$(-9) \div 3 = -3, \text{ an integer}$$

But, $(-12) \div 5 = -2.4$, which is a decimal and not an integer

22. Which of the following is different from the others?

(a) $20 + (-25)$

(b) $(-37) - (-32)$

(c) $(-5) \times (-1)$

(d) $(45) \div (-9)$

Solution:

(c) $(-5) \times (-1)$

As all the remaining options give a value of -5

$$20 + (-25) = (-37) - (-32) = (45) \div (-9) = -5$$

But, $(-5) \times (-1) = 5$

23. Which of the following shows the maximum rise in temperature?

(a) 23° to 32°

(b) -10° to $+1^\circ$

(c) -18° to -11°

(d) -5° to 5°

Solution:

(b) -10° to $+1^\circ$

As the difference in the temperature = $1^\circ - (10^\circ) = 11^\circ$ (maximum)

Whereas,

$$23^\circ \text{ to } 32^\circ = 32^\circ - 23^\circ = 9^\circ$$

$$-18^\circ \text{ to } -11^\circ = -11^\circ - (-18)^\circ = 7^\circ$$

$$-5^\circ \text{ to } 5^\circ = 5^\circ - (-5)^\circ = 10^\circ$$

24. If a and b are two integers, then which of the following may not be an integer?

- (a) $a + b$ (b) $a - b$ (c) $a \times b$ (d) $a \div b$

Solution:

(d) $a \div b$

If a and b are two integers, then

$a + b$ will always be an integer

$a - b$ will always be an integer

$a \times b$ will always be an integer

25. For a non-zero integer a , which of the following is not defined?

- (a) $a \div 0$ (b) $0 \div a$ (c) $a \div 1$ (d) $1 \div a$

Solution:

(a) $a \div 0$

$a \div 0 = a/0$ is undefined

Encircle the odd one of the following (Questions 26 to 30).

26. (a) $(-3, 3)$ (b) $(-5, 5)$ (c) $(-6, 1)$ (d) $(-8, 8)$

Solution:

(c) $(-6, 1)$

$-3 + 3 = 0$

$-5 + 5 = 0$

$-8 + 8 = 0$

$-6 + 1 = -5$

Hence, $(-6, 1)$ is the odd one.

27. (a) $(-1, -2)$ (b) $(-5, +2)$ (c) $(-4, +1)$ (d) $(-9, +7)$

Solution:

(d) $(-9, +7)$

$-1 + (-2) = -3$

$-5 + 2 = -3$

$-4 + 1 = -3$

$-9 + 7 = -2$

Hence, $(-9, +7)$ is the odd one.

28. (a) $(-9) \times 5 \times 6 \times (-3)$ (b) $9 \times (-5) \times 6 \times (-3)$

$$(c) (-9) \times (-5) \times (-6) \times 3$$

$$(d) 9 \times (-5) \times (-6) \times 3$$

Solution:

$$(c) (-9) \times (-5) \times (-6) \times 3$$

$$(-9) \times 5 \times 6 \times (-3) = 810$$

$$9 \times (-5) \times 6 \times (-3) = 810$$

$$(-9) \times (-5) \times (-6) \times 3 = -810$$

$$9 \times (-5) \times (-6) \times 3 = 810$$

Hence, $(-9) \times (-5) \times (-6) \times 3$ is the odd one.

$$29. (a) (-100) \div 5$$

$$(b) (-81) \div 9$$

$$(c) (-75) \div 5$$

$$(d) (-32) \div 9$$

Solution:

$$(d) (-32) \div 9$$

Since, only $(-32) \div 9$ doesn't give an integer i.e. $-32/9 = -3.55555555556$

Hence, $(-32) \div 9$ is the odd one.

$$30. (a) (-1) \times (-1)$$

$$(b) (-1) \times (-1) \times (-1)$$

$$(c) (-1) \times (-1) \times (-1) \times (-1)$$

$$(d) (-1) \times (-1) \times (-1) \times (-1) \times (-1) \times (-1)$$

Solution:

$$(b) (-1) \times (-1) \times (-1)$$

Since,

$$(-1) \times (-1) = 1$$

$$(-1) \times (-1) \times (-1) \times (-1) = 1$$

$$(-1) \times (-1) \times (-1) \times (-1) \times (-1) \times (-1) = 1$$

$$\text{But, } (-1) \times (-1) \times (-1) = -1$$

Hence, $(-1) \times (-1) \times (-1)$ is the odd one.

In Questions 31 to 71, fill in the blanks to make the statements true.

$$31. (-a) + b = b + \text{Additive inverse of } \underline{\hspace{2cm}}.$$

Solution:

a:

$$(-a) + b = b + (-a)$$

$$(-a) + b = b + \text{Additive inverse of } (a)$$

$$32. \underline{\hspace{2cm}} \div (-10) = 0$$

Solution:

0:

$$0 \div (-10) = 0 / (-10) = 0$$

33. $(-157) \times (-19) + 157 = \underline{\hspace{2cm}}$

Solution:

3140:

$$(-157) \times (-19) + 157 = (2983) + 157 = 3140$$

34. $[(-8) + \underline{\hspace{2cm}}] + \underline{\hspace{2cm}} = \underline{\hspace{2cm}} + [(-3) + \underline{\hspace{2cm}}] = -3$

Solution:

-3, 8, -8, 8:

$$[(-8) + (-3)] + 8 = (-8) + [(-3) + 8] = -3$$

35. On the following number line, $(-4) \times 3$ is represented by the point _____.



Solution:

D:

$$(-4) \times 3 = -12$$

Each division on the number line is 2 units. So, D represent -12

36. If x, y and z are integers then $(x + \underline{\hspace{2cm}}) + z = \underline{\hspace{2cm}} + (y + \underline{\hspace{2cm}})$

Solution:

y, x, z:

By associative property of integers, we have

$$(x + y) + z = x + (y + z)$$

37. $(-43) + \underline{\hspace{2cm}} = -43$

Solution:

0:

$$(-43) + 0 = -43$$

38. $(-8) + (-8) + (-8) = \underline{\hspace{2cm}} \times (-8)$

Solution:

3:

$$(-8) + (-8) + (-8) = -24 = 3 \times (-8)$$

39. $11 \times (-5) = -(\underline{\hspace{2cm}} \times \underline{\hspace{2cm}}) = \underline{\hspace{2cm}}$

Solution:

11, 5, -55:

$$11 \times (-5) = -(11 \times 5) = -55$$

40. $(-9) \times 20 = \underline{\hspace{2cm}}$

Solution:

-180:

$$(-9) \times 20 = -180$$

41. $(-23) \times (42) = (-42) \times \underline{\hspace{2cm}}$

Solution:

23:

$$(-23) \times (42) = (-42) \times 23 = 966$$

42. While multiplying a positive integer and a negative integer, we multiply them as _____ numbers and put a _____ sign before the product.

Solution:

whole, negative

43. If we multiply _____ number of negative integers, then the resulting integer is positive.

Solution:

even

44. If we multiply six negative integers and six positive integers, then the resulting integer is _____

Solution:

positive integer

When even number of negative integers are multiplied the resulting integer is positive and when six positive integers are multiplied the resulting integer is also a positive.

45. If we multiply five positive integers and one negative integer, then the resulting integer is _____.

Solution:

negative

When odd number of negative integers are multiplied the resulting integer is negative.

Also, when a negative and positive integer are multiplied the resulting integer is negative.

46. _____ is the multiplicative identity for integers.

Solution:

1

1 is the multiplicative identity for integers.

i.e. $1 \times a = a$

47. We get additive inverse of an integer a when we multiply it by _____.

Solution:

-1:

$a \times (-1) = -a$ = additive inverse of (a)

48. $(-25) \times (-2) =$

Solution:

50:

$(-25) \times (-2) = 25 \times 2 = 50$

49. $(-5) \times (-6) \times (-7) =$

Solution:

-210:

$(-5) \times (-6) \times (-7) = -(5 \times 6 \times 7) = -210$

50. $3 \times (-1) \times (-15) =$

Solution:

45:

$3 \times (-1) \times (-15) = (-3) \times (-15) = 45$

51. $[12 \times (-7)] \times 5 = \underline{\quad} \times [(-7) \times \underline{\quad}]$

Solution:

12, 5:

$[12 \times (-7)] \times 5 = 12 \times [(-7) \times 5]$ (Associative property of integers)

52. $23 \times (-99) = \underline{\quad} \times (-100 + \underline{\quad}) = 23 \times \underline{\quad} + 23 \times \underline{\quad}$

Solution:

23, 1, -100, 1:

$23 \times (-99) = 23 \times (-100 + 1) = 23 \times (-100) + 23 \times 1$ (Distributive property of integers)

53. $\underline{\quad} \times (-1) = -35$

Solution:

35:

$$35 \times (-1) = -35$$

54. $\underline{\quad} \times (-1) = 47$

Solution:

-47:

$-47 \times (-1) = 47$ (product of even number of negative integers is a positive integer)

55. $88 \times \underline{\quad} = -88$

Solution:

-1:

$$88 \times -1 = -88$$

56. $\underline{\quad} \times (-93) = 93$

Solution:

-1:

$$-1 \times (-93) = 93$$

57. $(-40) \times \underline{\quad} = 80$

Solution:

-2:

$$(-40) \times (-2) = 80$$

58. $\underline{\quad} \times (-23) = -920$

Solution:

40:

$$40 \times (-23) = -920$$

59. When we divide a negative integer by a positive integer, we divide them as whole numbers and put a _____ sign before quotient.

Solution:

negative

60. When -16 is divided by _____ the quotient is 4.

Solution:



-4:

Let -16 be divided by x and the quotient is 4

$$\text{So, } -16/x = 4$$

$$x = -4$$

61. Division is the inverse operation of _____

Solution:

Multiplication

62. $65 \div (-13) =$

Solution:

-5:

$$65 \div (-13) = 65 / (-13) = -5$$

63. $(-100) \div (-10) =$

Solution:

10:

$$(-100) \div (-10) = (-100) / (-10) = 10$$

64. $(-225) \div 5 =$

Solution:

-45:

$$(-225) \div 5 = -45$$

65. _____ $\div (-1) = -83$

Solution:

83:

$$83 \div (-1) = -83$$

66. _____ $\div (-1) = 75$

Solution:

-75:

$$(-75) \div (-1) = 75$$

67. $51 \div \underline{\hspace{1cm}} = -51$

Solution:

-1:



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$$51 \div (-1) = -51$$

68. $113 \div \underline{\quad} = -1$

Solution:

-113:

$$113 \div (-113) = -1$$

69. $(-95) \div \underline{\quad} = 95$

Solution:

-1:

$$(-95) \div (-1) = 95$$

70. $(-69) \div (69) = \underline{\quad}$

Solution:

-1

$$(-69) \div (69) = (-69)/69 = -1$$

71. $(-28) \div (-28) = \underline{\quad}$

Solution:

1:

$$(-28) \div (-28) = (-28)/(-28) = 1$$

In Questions 72 to 83, state whether the statements are True or False.

72. $5 - (-8)$ is same as $5 + 8$.

Solution:

True

$$5 - (-8) = 5 + 8$$

73. $(-9) + (-11)$ is greater than $(-9) - (-11)$.

Solution:

False

$$(-9) + (-11) = -19$$

$$\text{But, } (-9) - (-11) = -9 + 11 = 2$$

$$\text{So, } -19 < 2$$

$$\text{Hence, } (-9) + (-11) < (-9) - (-11)$$

74. Sum of two negative integers always gives a number smaller than both the

integers.

Solution:

True

E.g.:

$$-4 + (-5) = -9$$

Now,

$$-4 > -9 \text{ and } -5 > -9$$

75. Difference of two negative integers cannot be a positive integer.

Solution:

False

E.g.: $-2 - (-5) = -2 + 5 = 3$ (positive integer)

76. We can write a pair of integers whose sum is not an integer.

Solution:

False

Sum of two integers is always an integer.

77. Integers are closed under subtraction.

Solution:

True

The difference of two integers is always an integer.

78. $(-23) + 47$ is same as $47 + (-23)$.

Solution:

True

In case of addition even if the orders of integers are changed, as the values are equal both are equal.

$$(-23) + 47 = 24 \text{ and } 47 + (-23) = 24$$

79. When we change the order of integers, their sum remains the same.

Solution:

True

80. When we change the order of integers their difference remains the same.

Solution:

False

E.g., $4 - 5 - 8 = -9$

But, $5 - 4 - 8 = -7$

81. Going 500 m towards east first and then 200 m back is same as going 200 m towards west first and then going 500 m back.

Solution:

True

Considering the originating point to the **zero** of a number line

In the first scenario: $500 - 200 = 300$ m to the right from the starting point (0)

In the second scenario: $-200 + 500 = 300$ m to the right from the starting point (0)

82. $(-5) \times (33) = 5 \times (-33)$

Solution:

True

$(-5) \times (33) = -165$ and $5 \times (-33) = -165$

83. $(-19) \times (-11) = 19 \times 11$

Solution:

True

As the product of numbers with same signs are equal to the absolute value

$(-19) \times (-11) = 19 \times 11 = 209$

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Artificial Intelligence

Senior Secondary Groups (XI & XII For Teachers Only)



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Other Important Groups (For Teachers & Principal's)

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Kindergarten to Class XII (For Students Only)



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Class 12 (Commerce)

Artificial Intelligence

(VI TO VIII)

Subject Wise Secondary and Senior Secondary Groups (IX & X For Students Only)

Secondary Groups (IX & X)



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3. Watch and engage with shared videos in the group.
4. Distribute WhatsApp group resources among your students.
5. Encourage your colleagues to join these groups.

Additional notes:

1. Avoid posting messages between 9 PM and 7 AM.
2. After sharing resources with students, consider deleting outdated data if necessary.
3. It's a NO Nuisance groups, single nuisance and you will be removed.
 - No introductions.
 - No greetings or wish messages.
 - No personal chats or messages.
 - No spam. Or voice calls
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Please only share and request learning resources. For assistance, contact the helpline via WhatsApp: +91-95208-77777.

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SKILL MODULES BEING OFFERED IN MIDDLE SCHOOL



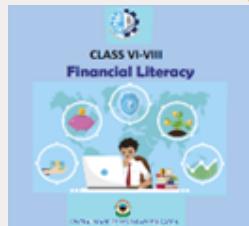
Artificial Intelligence



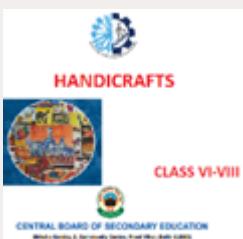
Beauty & Wellness



Design Thinking & Innovation



Financial Literacy



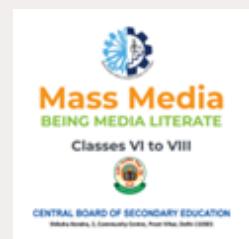
Handicrafts



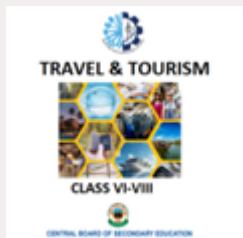
Information Technology



Marketing/Commercial Application



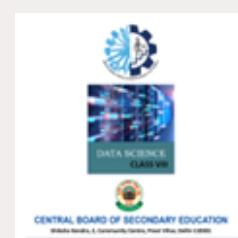
Mass Media - Being Media Literate



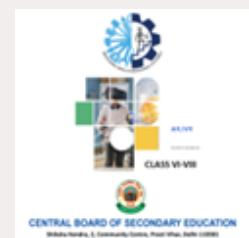
Travel & Tourism



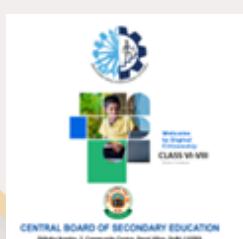
Coding



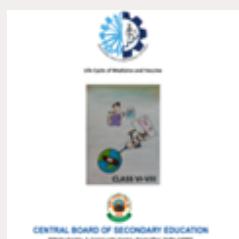
Data Science (Class VIII only)



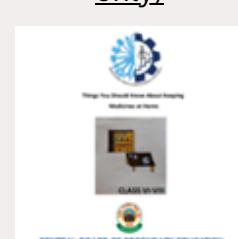
Augmented Reality/
Virtual Reality



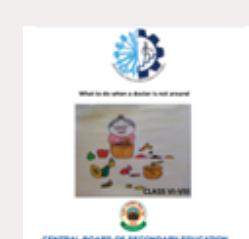
Digital Citizenship



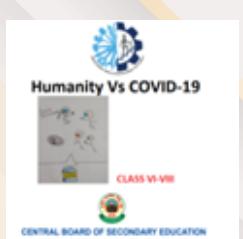
Life Cycle of Medicine &
Vaccine



Things you should know
about keeping Medicines
at home



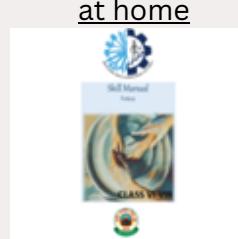
What to do when Doctor
is not around



Humanity & Covid-19



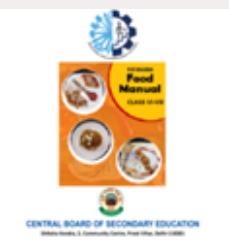
Blue Pottery



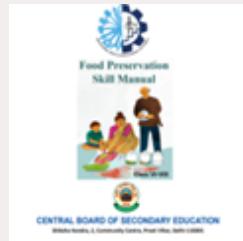
Pottery



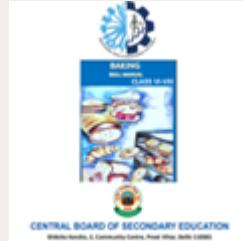
Block Printing



Food



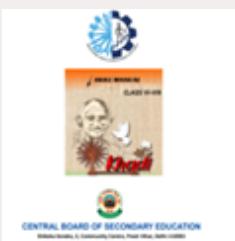
Food Preservation



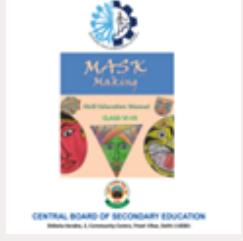
Baking



Herbal Heritage



Khadi



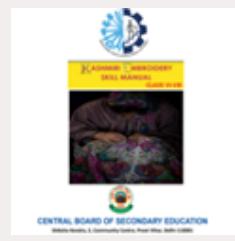
Mask Making



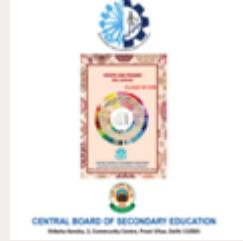
Mass Media



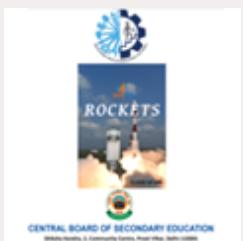
Making of a Graphic Novel



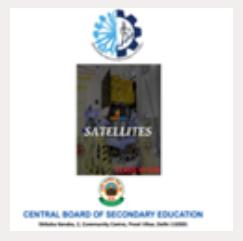
Kashmiri Embroidery



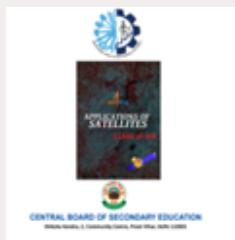
Embroidery



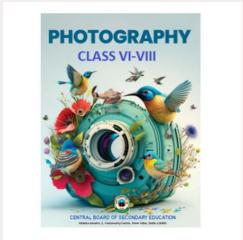
Rockets



Satellites



Application of Satellites



Photography

SKILL SUBJECTS AT SECONDARY LEVEL (CLASSES IX – X)

RETAIL

Subject Code: 401

TEXT BOOK FOR CLASS IX

Employability Skills

Textbook for Class X

Skills, Abilities, Knowledge and Values required for Success in Various Professions

Retail

Domestic Data Entry Operator

(Job Role)

Qualification: Pass in 10+2, HSC/CBSE/State Board/ICSE/Other Equivalent Examination with Technology related Subjects (IT, Maths)

Information Technology

Security

NSQF Level-1 & 2

CLASS IX-X

Student Handbook



Security

AUTOMOTIVE LEVEL-1

Students Handbook

CLASS IX-X

CENTRAL BOARD OF SECONDARY EDUCATION

Education for All, Selective Pathways for All, Quality for All

Automotive

INTRODUCTION TO FINANCIAL MARKETS

NSQF LEVEL-1 STUDENTS HANDBOOK

Class IX-X

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Introduction To Financial Markets

INTRODUCTION TO TOURISM-I II

Class IX-X

Student Handbook

Introduction To Tourism

BEAUTY AND WELLNESS

JOB ROLE: Assistant Beauty Therapist

Qualification: Pass in 10+2, HSC/CBSE/State Board/ICSE/Other Equivalent Examination with Mathematics

STUDY MATERIAL

CLASS 9 & 10



Beauty & Wellness

BASIC AGRICULTURE

NSQF Level-1.2

CLASS IX & X

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Agriculture

FOOD PRODUCTION

NSQF LEVEL-1 & 2

STUDENTS HANDBOOK

Class IX-X

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Food Production

FRONT OFFICE OPERATIONS

Student Handbook

NSQF Level-1 & 2

Class IX-X

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Front Office Operations

Banking & Insurance

Study Material

Standard IX & X

Student Handbook

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Banking & Insurance

MARKETING AND SALES

Study Material

IX & X

Student Handbook

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Marketing & Sales

Health Care Services

Class IX-X

Student Workbook

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Health Care

Apparel Hand Embroiderer

Job Role:

Apparel, Apparel Sector, Handicrafts, Handloom, Textile Processing

Textiles for Class IX & X

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Apparel

STUDY MATERIAL

MEDIA #415

Job Role: Marketing Advt.

Media & Entertainment Skills Council

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Multi Media

SUPPORT MATERIAL

MULTI SKILL FOUNDATION COURSE

SUBJECT CODE - 416

QP CODE - MLT-Q/00001

FOR CLASS IX-X

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Multi Skill Foundation Course

Artificial Intelligence Curriculum

Class 9 & 10

Curated with support from Intel®

CENTRAL BOARD OF SECONDARY EDUCATION

EDUCATION FOR ALL, SELECTIVE PATHWAYS FOR ALL, QUALITY FOR ALL

Artificial Intelligence



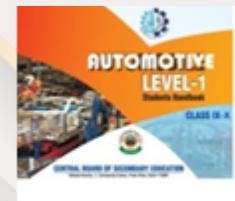
Physical Activity Trainer



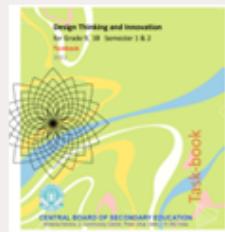
Data Science



Electronics & Hardware (NEW)

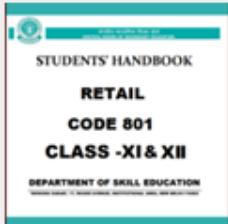


Foundation Skills For Sciences
(Pharmaceutical & Biotechnology)(NEW)

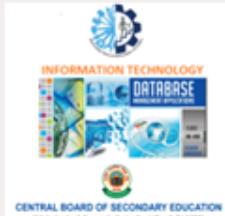


Design Thinking & Innovation (NEW)

SKILL SUBJECTS AT SR. SEC. LEVEL (CLASSES XI – XII)



Retail



Information Technology



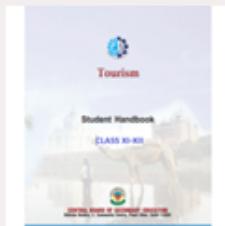
Web Application



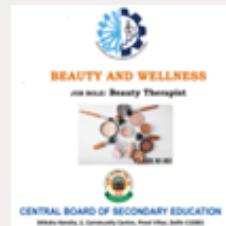
Automotive



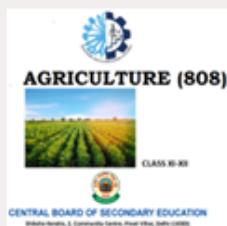
Financial Markets Management



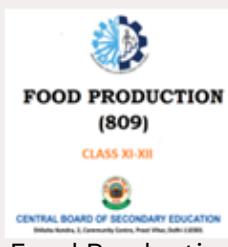
Tourism



Beauty & Wellness



Agriculture



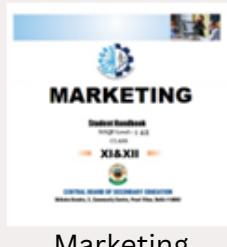
Food Production



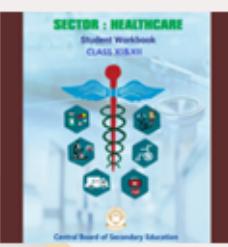
Front Office Operations



Banking



Marketing



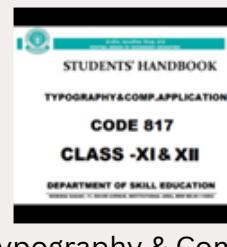
Health Care



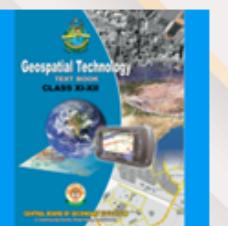
Insurance



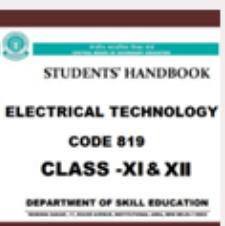
Horticulture



Typography & Comp.
Application



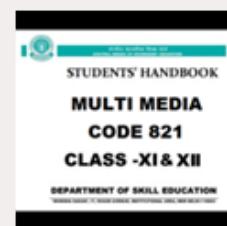
Geospatial Technology



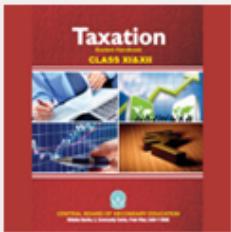
Electrical Technology



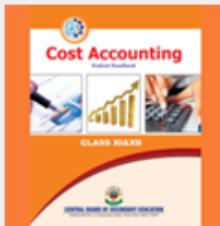
Electronic Technology



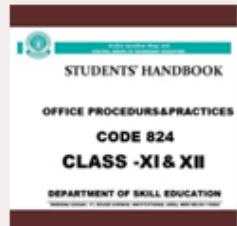
Multi-Media



Taxation



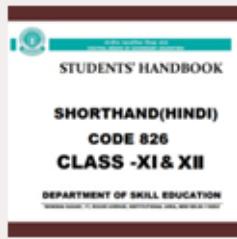
Cost Accounting



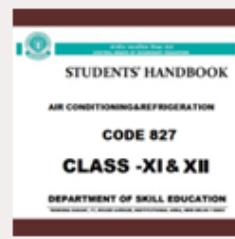
Office Procedures & Practices



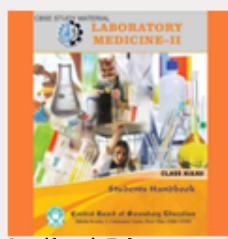
Shorthand (English)



Shorthand (Hindi)



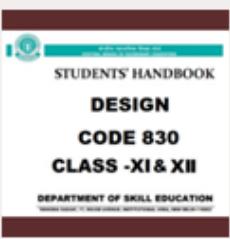
Air-Conditioning & Refrigeration



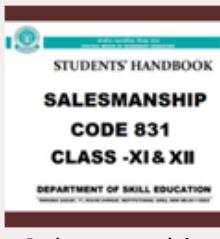
Medical Diagnostics



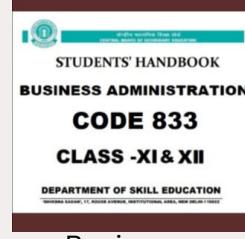
Textile Design



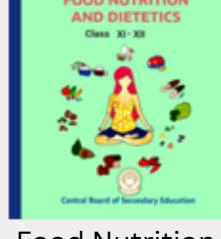
Design



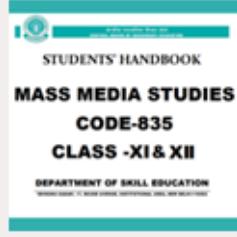
Salesmanship



Business Administration



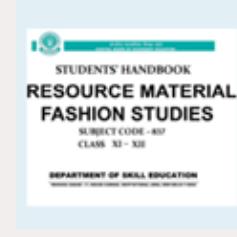
Food Nutrition & Dietetics



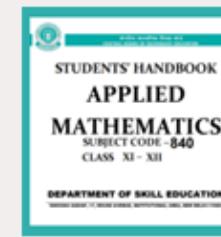
Mass Media Studies



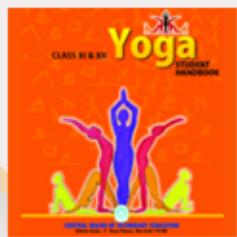
Library & Information Science



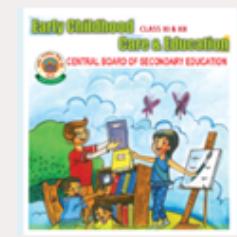
Fashion Studies



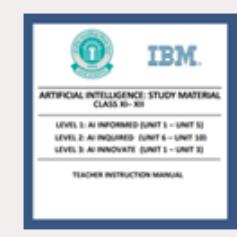
Applied Mathematics



Yoga



Early Childhood Care & Education



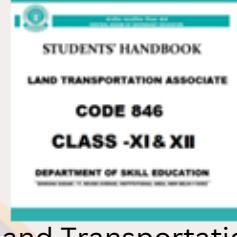
Artificial Intelligence



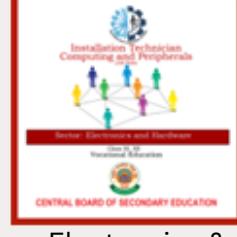
Data Science



Physical Activity Trainer(new)



Land Transportation Associate (NEW)



Electronics & Hardware (NEW)



Design Thinking & Innovation (NEW)